Educational Equity

Summarized and Submitted by Joanne Rose

"Educational Equity means that every child receives whatever they need to develop to their full potential and to thrive, every day. By thrive…academically as well as social-emotionally."

"Unique interests and gifts are surfaced and cultivated. Education is a vehicle to self-realization and freedom."

Reference: "Coaching for Equity Conversations that Change Practice" author; Elena Aguilar

Sample equity principles: (From "Solving Disproportionality and Achieve Equity – A Leader's Guide to using Data to change Hearts and Minds' author; Edward Fergus

1. Create an "additive" (not subtractive or deficit-oriented), welcoming, inclusive and safe school environment.
2. Create and implement an equitable recruitment and hiring model.
3. Identify and examine critical equity disparities in our educational system to ensure that opportunities and supports exist for high achievement by each and every student regardless of special needs, race, ethnicity or financial status.
4. Assist in identifying teaching and learning strategies and approaches that help to raise student achievement for all students, in particular " BIPOC" students who may need additional assistance.
5. Recommend and promote policies, practices and programs that enhance, encourage, and foster effective student participation in a diverse and inclusive community.

Equity Team: Educational Equity Check-In: (from "Solving Disproportionality and Achieve Equity"; Fergus)

1. Equity needs to contain at least three components:
    a. Numerical framing of Equity: --name the outcome to be changed; for example, reduce disproportionate representation by at least 25%; or increase enrollment of BIPOC student populations in AP/honors courses.
    b. Social justice framing of equity:- name the access and opportunity to achieve and/or change; for example, remove the use of suspension as an intervention and implement with fidelity supports for behavior modification; or reduce utilization of teacher recommendation for AP/Honors enrollment and implement with fidelity supports for academic acceleration in intervention programming.
    c. Culture and Belief Environment of equity;-- name and reduce the beliefs that frame and impact perceptions of cognitive and behavioral abilities; for example, our school environment will remove deficit framing of student behavior and focus on using empowering language of strengths and potential; or our school climate and culture will acknowledge that colorblindness ignores the strengths found in social identities, and will work toward supporting the affirmative development of social identities…..
2. There is a balance of educational equity principals that are geared toward changing adult practice and system processes.

3. Principles refrain from focusing on “fixing” students via language such as “cultivate students to be studious”…instead use “champions of their own future”.

Equity Work :

Gather and analyze data; demographics, rates of hire, promotions, turnover, student performance, student discipline, (what else?)

“The Connecticut State Board of Education’s Five-Year Comprehensive Plan 2016 – 2021 “Ensuring Equity and Excellence for all Connecticut Students” (Please see attachment to email)

Developing Goals:

Goal Indicators: How will you know “whether or not” you met your goal(s)? What specific changes will need to occur (regarding policies, systems, procedures, staff support etc.?) How will you use culturally responsive principles to ensure equitable access and opportunity?